

# ***FORENSIC SCIENCE STANDARDS***



This document was prepared by:

Office of Career, Technical and Adult Education  
Nevada Department of Education  
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### **BUSINESS AND INDUSTRY VALIDATION**

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry. The standards also support education regarding NRS.176.0913 and biological evidence.

The Forensic Science standards were validated through active participation of business and industry representatives on the development team.

### **PROJECT COORDINATOR**

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## INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Forensic Science program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

**Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

**Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

**Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Forensic Science program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Forensic Science	FOSCI

Example: FOSCI.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Forensic Science	2	3	4

**CONTENT STANDARD 1.0 : EXPLORE FOUNDATIONS OF FORENSIC SCIENCE**

**PERFORMANCE STANDARD 1.1 : EXAMINE THE HISTORY OF FORENSIC SCIENCE**

- |       |   |
|-------|---|
| 1.1.1 | Define forensic science   |
| 1.1.2 | Identify the major disciplines it encompasses                         |
| 1.1.3 | Construct a timeline of significant contributions in forensic science |
| 1.1.4 | Research major contributors to the field of forensic science          |
| 1.1.5 | Recognize and implement Locard's Exchange Principle                   |

**PERFORMANCE STANDARD 1.2 : UNDERSTAND THE ROLE OF FORENSIC SCIENCE IN THE CRIMINAL JUSTICE SYSTEM**

- |       |  |
|-------|--|
| 1.2.1 | Differentiate between local , state, and federal agencies          |
| 1.2.2 | Summarize roles of the law enforcement organizations               |
| 1.2.3 | Research duties and responsibilities of forensic science personnel |

**PERFORMANCE STANDARD 1.3 : EXAMINE DIFFERENT TYPES OF EVIDENCE**

- |       |   |
|-------|---|
| 1.3.1 | Compare and contrast physical and testimonial evidence            |
| 1.3.2 | Identify legal and proper evidence collection techniques          |
| 1.3.3 | Categorize physical evidence                                      |
| 1.3.4 | Evaluate evidence for its probative value in criminal proceedings |

**PERFORMANCE STANDARD 1.4 : EXPLORE CAREERS IN FORENSIC SCIENCE**

- |       |  |
|-------|--|
| 1.4.1 | Investigate the variety of careers in the forensic science field |
| 1.4.2 | Research educational requirements for forensic careers           |

**CONTENT STANDARD 2.0 : EXAMINING LEGAL AND ETHICAL ISSUES IN FORENSIC SCIENCE****PERFORMANCE STANDARD 2.1 : EXAMINE LEGAL ISSUES**

- |       |   |
|-------|---|
| 2.1.1 | Explore the Fourth Amendment and recognize legal search and seizures                        |
| 2.1.2 | Model procedures to ensure chain of custody when collecting evidence                        |
| 2.1.3 | Research Frye, Miranda, and Daubert court cases   |
| 2.1.4 | Understand how landmark court cases have determined admissibility of evidence in courtrooms |
| 2.1.5 | Employ good practices of confidentiality  |

**PERFORMANCE STANDARD 2.2 : EXAMINE ETHICAL ISSUES IN FORENSIC SCIENCE**

- |       |   |
|-------|---|
| 2.2.1 | Define ethics, integrity, and bias                                      |
| 2.2.2 | Research case studies to illustrate proper guidelines                   |
| 2.2.3 | Practice unbiased evidence collection, forensic analysis, and testimony |

**PERFORMANCE STANDARD 2.3 : MODEL PROFESSIONALISM**

- |       |   |
|-------|---|
| 2.3.1 | Recognize and implement a proper code of conduct for a career in the forensic field |
| 2.3.2 | Recognize and implement proper etiquette for crime scene investigations             |
| 2.3.3 | Apply good communication through verbal, written and testimonial skills             |

**CONTENT STANDARD 3.0 : EXPLORE CRIME SCENE INVESTIGATIONS****PERFORMANCE STANDARD 3.1 : IDENTIFY AND UTILIZE CRIME SCENE PROCEDURES**

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|-------|--|
| 3.1.1 | Demonstrate proper procedures to secure a crime scene                  |
| 3.1.2 | Identify the scope of a crime scene                                    |
| 3.1.3 | Identify safety hazards in crime scene investigation                   |
| 3.1.4 | Implement proper safety protocols                                      |
| 3.1.5 | Describe and implement searching techniques                            |
| 3.1.6 | Examine constitutional/legal protections in crime scene investigations |
| 3.1.7 | Identify and utilize information sources during an investigation       |

**PERFORMANCE STANDARD 3.2 : UTILIZE SCENE DOCUMENTATION**

- |       |   |
|-------|---|
| 3.2.1 | Recognize and implement appropriate measurement technique |
| 3.2.2 | Utilize note taking techniques                            |
| 3.2.3 | Explain procedures in crime scene photography             |
| 3.2.4 | Implement sketching/diagramming techniques                |
| 3.2.5 | Prepare evidence logs                                     |
| 3.2.6 | Explain scene reconstruction                              |
| 3.2.7 | Prepare crime scene investigation reports                 |

**PERFORMANCE STANDARD 3.3 : EXAMINE EVIDENCE COLLECTION**

- |       |  |
|-------|--|
| 3.3.1 | Recognize potential evidence sources                             |
| 3.3.2 | Identify sources of potential contamination                      |
| 3.3.3 | Apply appropriate crime scene and evidence processing techniques |
| 3.3.4 | Recognize and implement chain of custody procedure               |
| 3.3.5 | Demonstrate packaging and sealing techniques                     |



**CONTENT STANDARD 4.0 : RECOGNIZE AND IMPLEMENT LABORATORY FUNDAMENTALS****PERFORMANCE STANDARD 4.1 : EXPLORE SAFETY**

- |       |  |
|-------|--|
| 4.1.1 | Explain general lab safety                               |
| 4.1.2 | Identify and utilize personal protective equipment (PPE) |
| 4.1.3 | Identify biological hazards                              |
| 4.1.4 | Identify chemical hazards                                |
| 4.1.5 | Understand proper disposal procedures                    |

**PERFORMANCE STANDARD 4.2 : RECOGNIZE AND UTILIZE LAB SKILLS**

- |       |   |
|-------|---|
| 4.2.1 | Distinguish appropriate measurement devices for tasks |
| 4.2.2 | Identify and utilize appropriate lab equipment        |
| 4.2.3 | Understand contamination control procedures           |

**PERFORMANCE STANDARD 4.3: UNDERSTAND QUALITY ASSURANCE**

- |       |  |
|-------|--|
| 4.3.1 | Explore individual certification requirements  |
| 4.3.2 | Explore laboratory accreditation requirements  |
| 4.3.3 | Understand quality control analysis procedures |

**CONTENT STANDARD 5.0 : EXPLORE FORENSIC DISCIPLINES****PERFORMANCE STANDARD 5.1 : EXAMINE BIOLOGICAL EVIDENCE**

- |       |  |
|-------|--|
| 5.1.1 | Recognize types of biological evidence   |
| 5.1.2 | Describe methodology for current biological evidence analysis techniques         |
| 5.1.3 | Compare and contrast presumptive and confirmatory results in biological analysis |
| 5.1.4 | Critique the combined DNA index system (CODIS)                                   |
| 5.1.5 | Summarize interpretation and conclusions for biological evidence analysis        |
| 5.1.6 | Compose report for biological evidence analysis                                  |

**PERFORMANCE STANDARD 5.2 : EXAMINE CHEMICAL EVIDENCE**

- |       |  |
|-------|--|
| 5.2.1 | Recognize types of chemical evidence   |
| 5.2.2 | Describe methodology for toxicology, controlled substances and arson analysis                    |
| 5.2.3 | Compare and contrast presumptive and confirmatory results in chemical analysis                   |
| 5.2.4 | Summarize interpretation and conclusions for toxicology, controlled substance and arson analysis |
| 5.2.5 | Compose reports for toxicology, controlled substance, and arson analysis                         |

**PERFORMANCE STANDARD 5.3 : EXAMINE FINGERPRINT EVIDENCE**

- |       |  |
|-------|--|
| 5.3.1 | Compare and contrast latent, plastic, patent, and ink prints                 |
| 5.3.2 | Compare and contrast latent print processing techniques                      |
| 5.3.3 | Understand photography as it applies to latent print processing and recovery |
| 5.3.4 | Understand comparison methodology  |
| 5.3.5 | Understand structure of automated fingerprint identification system (AFIS)   |
| 5.3.6 | Summarize interpretation and conclusions for fingerprint evidence            |
| 5.3.7 | Compose report for fingerprint comparison                                    |

**PERFORMANCE STANDARD 5.4 : EXAMINE FIREARM AND TOOL MARK EVIDENCE**

- |       |   |
|-------|---|
| 5.4.1 | Recognize firearms and tool mark evidence   |
| 5.4.2 | Describe methodologies for firearm, tool mark and serial number restoration                     |
| 5.4.3 | Understand structure of National Integrated Ballistic Information Network (NIBIN)               |
| 5.4.4 | Summarize interpretation and conclusions for firearms, tool marks and serial number restoration |
| 5.4.5 | Compose reports for firearms, tool marks and serial number restoration                          |

**PERFORMANCE STANDARD 5.5 : EXAMINE ADDITIONAL DISCIPLINES**

- |       |   |
|-------|---|
| 5.5.1 | Explore question documents                |
| 5.5.2 | Explore shoe and tire impression evidence |
| 5.5.3 | Explore trace evidence                    |
| 5.5.4 | Explore digital evidence                  |

**CONTENT STANDARD 6.0 : UNDERSTAND COURTROOM PROCEEDINGS****PERFORMANCE STANDARD 6.1 : IDENTIFY COURTROOM PROCESSES**

- |       |  |
|-------|--|
| 6.1.1 | Identify roles and responsibilities of courtroom personnel |
| 6.1.2 | Identify the components of legal proceedings               |

**PERFORMANCE STANDARD 6.2 : DESCRIBE ROLE OF THE EXPERT WITNESS**

- |       |  |
|-------|--|
| 6.2.1 | Compare and contrast qualifications of expert versus lay witnesses |
| 6.2.2 | Describe forensic methodology to jury                              |
| 6.2.3 | Demonstrate courtroom demeanor                                     |
| 6.2.4 | Understand direct examination questioning                          |
| 6.2.5 | Understand cross examination questioning                           |

**CONTENT STANDARD 7.0 : EXPLORE FORENSIC SPECIALTIES****PERFORMANCE STANDARD 7.1 : EXPLORE DEATH INVESTIGATION**

- |       |  |
|-------|--|
| 7.1.1 | Discuss the determination of cause and manner of death |
| 7.1.2 | Explore forensic pathology                             |
| 7.1.3 | Compare and contrast injury types                      |
| 7.1.4 | Distinguish post-mortem changes                        |

**PERFORMANCE STANDARD 7.2 : EXPLORE FORENSIC ANTHROPOLOGY**

- |       |   |
|-------|---|
| 7.2.1 | Define anthropology                         |
| 7.2.2 | Explore the examination of skeletal remains |
| 7.2.3 | Develop an anthropological profile          |

**PERFORMANCE STANDARD 7.3 : EXPLORE FORENSIC ENTOMOLOGY**

- |       |  |
|-------|--|
| 7.3.1 | Discuss the determination of post-mortem interval    |
| 7.3.2 | Identify entomological collection procedure          |
| 7.3.3 | Identification of species using a variety of sources |

**PERFORMANCE STANDARD 7.4 : EXPLORE FORENSIC ODONTOLOGY**

- |       |                                  |
|-------|----------------------------------|
| 7.4.1 | Understand dental identification |
| 7.4.2 | Critique bite mark analysis      |

**PERFORMANCE STANDARD 7.5 : EXPLORE FORENSIC PSYCHOLOGY**

- |       |  |
|-------|--|
| 7.5.1 | Discuss forensic psychology in criminal investigations |
| 7.5.2 | Explore psychological/criminal profiling               |

**CROSSWALKS AND ALIGNMENTS OF  
FORENSIC SCIENCE STANDARDS  
AND THE COMMON CORE STATE STANDARDS,  
THE NEVADA SCIENCE STANDARDS,  
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

**CROSSWALKS** (ACADEMIC STANDARDS)

The crosswalk of the Forensic Science Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Forensic Science program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

**ALIGNMENTS** (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Forensic Science Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Forensic Science program support academic learning.

**CROSSWALKS** (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Forensic Science Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Forensic Science program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Forensic Science Standards are crosswalked to the Law, Public Safety, Corrections & Security Career Cluster™ and the Law Enforcement Services Career Pathway.

**CROSSWALK OF FORENSIC SCIENCE STANDARDS  
AND THE COMMON CORE STATE STANDARDS**

**CONTENT STANDARD 1.0: EXPLORE FOUNDATIONS OF FORENSIC SCIENCE**

<b>Performance Indicators</b>	<b>Common Core State Standards and Nevada Science Standards</b>
1.1.4	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
1.1.5	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

1.2.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.2.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.2.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

1.3.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.3.4	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
1.4.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>



1.4.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b></p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b></p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
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**CONTENT STANDARD 2.0: EXAMINING LEGAL AND ETHICAL ISSUES IN FORENSIC SCIENCE**

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>            RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>            RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.1.2	<p><b><u>Science: Nature of Science</u></b>            N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>

2.1.3	<b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>	
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	<b><u>English Language Arts: Speaking and Listening Standards</u></b>	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.1.4	<b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>	
	WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.1.4	<b><u>Science: Nature of Science</u></b>	
	N.12.B.4	Students know scientific knowledge builds on previous information.
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2.1.4	N.12.B.4	Students know scientific knowledge builds on previous information.
2.1.5	<b><u>Science: Nature of Science</u></b>	
	N.12.B.3	Students know the influence of ethics on scientific enterprise.

2.2.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.3.1	<p><b><u>Science: Nature of Science</u></b>  N.12.B.3 Students know the influence of ethics on scientific enterprise.</p>
2.3.2	<p><b><u>Science: Nature of Science</u></b>  N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
2.3.3	<p><b><u>English Language Arts: Language Standards</u></b>  L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

## CONTENT STANDARD 3.0: EXPLORE CRIME SCENE INVESTIGATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b></p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b></p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
3.1.3	<p><b><u>Science: Nature of Science</u></b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
3.1.4	<p><b><u>Science: Nature of Science</u></b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
3.1.5	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b></p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

3.1.6	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.2.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>Math: Geometry – Congruence</u></b>  GCO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>
3.2.2	<p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

3.2.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.2.4	<p><b><u>Math: Geometry – Congruence</u></b>  GCO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p><b><u>Math: Geometry – Modeling with Geometry</u></b>  GMG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
3.2.5	<p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>

3.2.6	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>Math: Geometry – Modeling with Geometry</u></b>  GMG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
3.2.7	<p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
3.3.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
3.3.2	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>



3.3.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.3.5	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

**CONTENT STANDARD 4.0: RECOGNIZE AND IMPLEMENT LABORATORY FUNDAMENTALS**

<b>Performance Indicators</b>	<b>Common Core State Standards and Nevada Science Standards</b>
4.1.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.1.2	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.1.3	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.1.4	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.1.5	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.2.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
4.2.2	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.2.3	<p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>

4.3.1	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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4.3.2	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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## CONTENT STANDARD 5.0: EXPLORE FORENSIC DISCIPLINES

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Life Science</u></b>  L.12.D.2 Students know similarity of DNA sequences gives evidence of relationships between organisms.</p>
5.1.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Life Science</u></b>  L.12.D.2 Students know similarity of DNA sequences gives evidence of relationships between organisms.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>

5.1.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p>
5.1.4	<p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
5.1.5	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p>
5.1.6	<p><b><u>English Language Arts: Writing Standards</u></b>  W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
5.2.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

5.2.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Physical Science</u></b>  P.12.A.3 Students know identifiable properties can be used to separate mixtures.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
5.2.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p>

5.2.4	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
5.2.5	<p><b><u>English Language Arts: Writing Standards</u></b>  W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
5.3.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.3.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>



5.3.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.3.4	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
5.3.5	<p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
5.3.6	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p>
5.3.7	<p><b><u>English Language Arts: Writing Standards</u></b>  W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

5.4.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.4.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.4.4	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Nature of Science</u></b>  N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
5.4.5	<p><b><u>English Language Arts: Writing Standards</u></b>  W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

5.5.1	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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## CONTENT STANDARD 6.0: UNDERSTAND COURTROOM PROCEEDINGS

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.2.1	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
6.2.2	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

6.2.3	<b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	<b><u>English Language Arts: Speaking and Listening Standards</u></b>	
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CONTENT STANDARD 7.0: EXPLORE FORENSIC SPECIALTIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.1	<p><b><u>English Language Arts: Speaking and Listening Standards</u></b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
7.1.2	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b></p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b></p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Science: Life Science</u></b></p> <p>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>

7.1.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
7.2.2	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
7.2.3	<p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b><u>English Language Arts: Writing Standards</u></b>  W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

7.3.1	<p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
7.4.2	<p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
7.5.1	<p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
7.5.2	<p><b><u>English Language Arts: Reading Standards for Informational Text</u></b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></b>  RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>English Language Arts: Speaking and Listening Standards</u></b>  SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>



**ALIGNMENT OF FORENSIC SCIENCE STANDARDS  
AND THE COMMON CORE MATHEMATICAL PRACTICES**

<b>Common Core Mathematical Practices</b>	<b>Forensic Science Performance Indicators</b>
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	3.2.1
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	4.2.1
6. Attend to precision.	
7. Look for and make use of structure.	3.2.6
8. Look for and express regularity in repeated reasoning.	

**CROSSWALKS OF FORENSIC SCIENCE STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

<b>Law, Public Safety, Corrections &amp; Security Career Cluster™ (LW)</b>	<b>Performance Indicators</b>
1. Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster™ and the role law, public safety, corrections and security play in society and the economy.	1.2.3 1.4.1-1.4.2
2. Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.	2.1.1-2.1.3 4.3.1-4.3.3
3. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.	3.1.3-3.1.4 4.1.1-4.1.5
4. Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.	2.1.1-2.1.2; 2.3.1 3.1.4 4.1.1-4.1.5
5. Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.	1.2.3 2.1.1-2.1.5
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.	1.2.3; 1.4.1-1.4.2
<b>Law Enforcement Services Career Pathway (LW-ENF)</b>	<b>Performance Indicators</b>
1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.	2.3.3 5.1.6; 5.3.7; 5.4.5
2. Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.	2.3.2-2.3.3
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.	2.2.1; 2.3.1-2.3.4
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.	2.2.1; 2.3.1-2.3.4
5. Analyze the impact of federal, state and local laws on law enforcement procedures.	1.2.1-1.2.3 2.1.1; 2.1.3-2.1.4
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.	2.1.1; 2.1.3-2.1.4 3.1.6
7. Manage crime and loss prevention programs in collaboration with the community.	1.2.3
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	2.3.1-2.3.3
9. Evaluate for the signs of domestic violence, child abuse and neglect.	3.1.1-3.1.2; 3.2.7
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.	1.2.1-1.2.3
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.	1.2.1-1.2.3
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.	3.1.1-3.1.7 3.2.1-3.2.7

13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	2.3.1-2.3.3
14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	3.1.3-3.1.4 5.2.1-5.2.3